How EEDA Works for South Carolina

Creating
clusters of study

Promoting
academic excellence

Building
community partnerships

And more!

Personal Pathways *To Success*

Dear Colleague,

Education in South Carolina is undergoing fundamental improvement. Over the last few years, we have all taken unprecedented steps to improve achievement, ensure accountability, and prepare students for the future. Our state has led the nation in innovation, including setting some of the most ambitious standards for student performance anywhere. As I leave the post of Superintendent of Education, I am proud of the accomplishments of the Department of Education, but I am even prouder of the efforts of educators like you to bring positive change to the classroom.

Among the most important initiatives we are undertaking is implementation of the Education and Economic Development Act (EEDA) of 2005. The EEDA is designed to increase achievement, reduce dropouts, and better prepare students for postsecondary education and employment by helping students and their parents make more informed decisions about their education and futures. The implementation of the EEDA has been named Personal Pathways to Success. This signals that we are leaving behind the traditional two-path system (college prep or tech prep) in favor of one that opens up many different individual pathways to success—as many as there are students in our schools. This makes the goal of education and guidance to help each and every student find his or her calling in life and follow it through school and into a profession.

At the core of Personal Pathways to Success is the idea of planning. Under the EEDA, all students have the right to create Individual Graduation Plans for high school, college, and beyond. This must be done in partnership with parents (or their representatives) and counselors, who help students assess their abilities and guide them toward their ambitions. Under the EEDA, the student-to-guidance professional ratio will be reduced to 300 to 1, which will give counselors and career specialists much more time to spend building relationships with students. Supporting planning and other elements of the system will be Regional Education Centers, which will provide information and assistance to educators, employers, parents, and students as the EEDA is implemented locally.

Institutions of higher learning and businesses across the state will be joining us in this initiative. We are setting up a system that will carry students seamlessly from kindergarten through high school and on through post-secondary preparation into meaningful, rewarding occupations. We must work closely with everyone in our communities to put this system in place. This booklet is designed as an orientation to the major elements of EEDA implementation, so you can start planning now for staff development, enhanced counseling, partnering with business and higher education, and the other steps that must be taken to make this effort a success for our students and schools.

I thank you in advance for your help and wish you the best as we join together in this important initiative.

Sincerely,

Inez M. Tenenbaum
South Carolina State Superintendent of Education

Introducing Personal Pathways to Success

Personal Pathways to Success is coming to your school. Starting with the 2005–2006 school year, the series of innovative changes to education in South Carolina are slowly being rolled out. These are the provisions of the Education and Economic Development Act (EEDA) of 2005 and they span the entire range of K–16 education, from elementary school through postsecondary education. They are aimed at ensuring that every student exercises his or her right to create an Individual Graduation Plan (IGP), which includes a choice of academic core courses (in grades eight through 12), cluster of study (in eighth grade), major (in 10th grade), and postsecondary goal (four-year college, two-year college, the military, apprenticeship, or other education or training).

The EEDA aims to lower student-to-counselor ratios, so guidance professionals can spend dedicated time with students planning the future. Personal Pathways to Success, the umbrella name for EEDA implementation, integrates academic rigor with relevance to students' lives, showing them why doing well in school matters in the real world. Personal Pathways encourages high school students to take their education out of the classroom to learning opportunities at actual work sites. More businesses, government offices, and community organizations are opening their doors to students looking for at-work learning experiences as the EEDA is put into practice. All these changes taken together promise to transform education in South Carolina. Read on to find out what's coming for you, your school or district, and your students.

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Personal Pathways to Success

A new approach to education gives South Carolina students the right to personalized educational planning.

Cedric Brown always loved tinkering with computers. He was a good student at Columbia High School in Columbia, and he figured he would study computer programming in college.

But during his junior year in high school, Brown began interning at a local heating and air conditioning company called Total Comfort. He started out shadowing one of the company's service technicians and quickly acquired hands-on experience.

"It opened a lot of doors for me," Brown recalls. "Being young, I didn't know there were so many different avenues you could take in heating and air conditioning. And it got me dealing with people day-in and day-out, and that boosted my people skills a whole lot."

The experience led Brown to tweak his post-high school plans. In his senior year, he started a cooperative education program, working part-time with Total Comfort and taking HVAC classes at Heyward Career and Technology Center in Columbia. After high school, he earned an associate's degree in HVAC at Midlands Technical College. He's now working on a bachelor's degree in computer science from the University of South Carolina, and his combined degrees will make him a controls specialist in the HVAC industry.

> "This is about helping students see the importance of the skills they're learning. If they can apply those skills to real-life situations, then it's more likely that they will buy into what our schools are trying to accomplish. And when that happens, we'll see greater earnings potential for South Carolinians and a better quality of life for our entire state."
>
> —Inez Tenenbaum,
> State Superintendent of Education

"I wouldn't trade the experience for anything in the world," Brown says. "It let me see what it is I like to do."

South Carolina's Education and Economic Development Act (EEDA) aims to give all of the state's students the opportunity to take personal control of their futures the way Cedric Brown did. In effect, EEDA says all students have a fundamental right to work out educational plans that will help them build the futures that suit them best.

Personal Pathways to Success is the system EEDA creates to help students exercise this right (see "Key Elements of Personal Pathways to Success"). The system connects students and their parents or guardians with counselors, teachers, and administrators to set up and carry out individual plans for success in life. In doing so, Personal Pathways helps South Carolina prepare the world-class workers it needs to compete in the global economy.

◼ A Better Quality of Life

"This is about helping students see the importance of the skills they're learning," says Inez Tenenbaum, state superintendent of education. "If they can apply those skills to real-life situations, then it's more likely that they will buy into what our schools are trying to accomplish. And when that happens, we'll see greater earnings potential for South Carolinians and a better quality of life for our entire state."

Eighty-five percent of today's jobs require education or training after high school, but only 60 percent of South Carolina ninth graders will

pursue education once they graduate. This workforce gap threatens the state's economic well-being. EEDA will help close the gap by showing students the stake they have in their own education.

The EEDA mandates that South Carolina students take part in career awareness activities in elementary school, that they begin to identify their interests and talents in middle school, and that, with the guidance of counselors and their parents or guardians, they draw up individual graduation plans (IGPs) in eighth grade.

Students meet the same rigorous core academic requirements for high school graduation that are already in place, but in 10th grade, they declare majors that are fulfilled by taking four specific elective courses. (Completion of a major is not required for graduation.) IGPs are reviewed regularly to give students the flexibility to change direction. High schools will give students experience-based learning opportunities such as those Cedric Brown underwent at Total Comfort. Articulation agreements among high schools, two-year colleges, and four-year colleges will make it easier for students to transfer credits earned at each level and continue their preparation beyond high school.

■ Taking Control of the Future

Proponents of the EEDA say it will help students take control of planning for their futures. "The students are more focused on what they're doing," says Kaye Shaw, executive director of the Midlands Education and Business Alliance, a partnership supporting education reform and the EEDA. "They see the relevance of their courses."

Shaw says the system is adaptable to the needs of all students, no matter what their abilities or ambitions. "Let's say you have two twin brothers looking at health science careers," Shaw says. "One of them might want to be a lab technician requiring only one year of school after high school. His twin brother might want to go to medical school. They're going to be in the same health science cluster, but with a different major and four-year high school plan. The Individual Graduation Plan will be personalized for each with different electives."

Jim Reynolds, owner of Total Comfort in Columbia, says business benefits from the program because focused, motivated graduates of the educational system make ideal employees. He remembers the first student who came to intern at his company. "He was a typical teenager with his shirttail out, pants hanging down, he was slouching and he wouldn't make eye contact," Reynolds says.

After the student spent a week working with one of the company's service technicians, Reynolds noticed a remarkable change. "I saw him in the hallway, his shirttail was tucked in, he was standing up tall, he made eye contact and spoke to me first," Reynolds says. "The student told me later, 'This internship was the best thing that ever happened to me. It was the first time anyone ever treated me like a grown-up.'"

Key Elements of Personal Pathways to Success

Personal Pathways to Success is designed to make clear to students the connection between what they do in school and their chances for success in life, and to set them on courses that will take them where they want to go. Here's how the initiative means to achieve those goals.

At-risk students—Schools are required to identify students at risk for dropping out and find ways to help them. To learn more, see page 11.

Majors—By the 10th grade, every student will declare a major consisting of specific electives geared toward preparation for specific occupations. You can read more about majors on pages 6 and 7.

Counseling—To give students the individual help they need to plan their futures, South Carolina will lower the ratio of students to counselors to 300 to 1 in both middle school and high school. See page 8.

Individual Graduation Plans (IGPs)—IGPs list courses required for graduation, electives that focus on students' individual interests, their post-graduation plans, and their professional goals. For more information, see pages 6 and 7.

Out-of-classroom learning—Learning in work settings gives students invaluable experience and helps demonstrate the relevance of academic studies. To learn more, see pages 10 and 11.

Seamless articulation—Articulation agreements among high schools, two-year colleges, and four-year colleges will make it easier for students to transfer credits and follow their particular professional pathways after high school, through college, and into the workplace. See page 9.

Strong academic core—Rigorous core curriculum is mandated for all high school students, regardless of their professional ambitions. Read more on page 9.

Regional Education Centers—Regional Education Centers will be resources for students, parents, educators, businesses, and adult career changers. See pages 12 and 13 to learn more.

Timeline for Change

South Carolina has a step-by-step plan to put its new educational approach in practice.

The Education and Economic Development Act is multifaceted legislation that will require schools to make positive changes for students. Although comprehensive, these changes are relatively simple. Taken together, they add up to a new system that guarantees students the right to make informed plans for their future educational and professional lives.

Here is the schedule for implementation of key elements of the new system:

SCHOOL YEAR

2006

By January 2006, the Commission on Higher Education shall convene its Advisory Committee on Academic Programs to establish articulation agreements between school districts and institutions of higher education to provide seamless pathways for students to move from high school to two-year and four-year colleges.

Before July 1, 2006, Regional Education Centers will be designated to coordinate and facilitate the delivery of information, resources, and services to students, parents, K–16 educators, employers, and the community.

By July 2006, the Advisory Committee on Academic Programs shall recommend course work for dual enrollment, equivalent in content and rigor to corresponding college courses, to be accepted in transfer between high schools and colleges.

During the 2006–07 school year, career awareness activities must be integrated into the curricula for students in the first through fifth grades.

Beginning with the 2006–07 school year, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designees, will select clusters of study and begin to develop Individual Graduation Plans (IGPs).

2007

Before July 1, 2007, school districts shall organize high school curricula around a minimum of three clusters of study. The curricula must teach academic content, knowledge, and skills that students will use in the workplace, further education, and life.

By July 2007, the State Board of Education will outline criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas.

By the 2007–08 school year, each middle and high school shall have a student-to-guidance personnel ratio of 300 to 1.

By the 2007–08 school year, all high schools will implement programs to ensure that at-risk students receive the opportunity to complete the necessary requirements to graduate and build skills to prepare them to enter postsecondary study or the job market successfully.

2008

2009

2010

2011

Beginning with the 2008–09 school year, tenth grade students will declare a major (an area of academic focus) within a cluster of study.

By the 2009–10 school year, each high school shall implement the principles of the *High Schools That Work* organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

By July 1, 2011, the EEDA must be implemented fully.

South Carolina's 16 Possible Clusters of Study

Clusters of high school study correspond to real-world professions.

Clusters of study are the paving stones of Personal Pathways to Success. In the eighth grade, students pick at least one of the broad clusters of study and set up Individual Graduation Plans. In the 10th grade, they establish a tighter focus on particular majors within the clusters and then begin preparing for their futures by taking the elective courses needed to complete their majors. Listed below are 16 possible clusters available to students in South Carolina. (Schools and districts may organize their cluster systems in other ways to meet local needs. The EEDA requires that by 2007 all high schools must offer at least three clusters of study. See "Customized Clusters of Study.")

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, A/V Technology, and Communications

Business, Management, and Administration

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law, Public Safety, Corrections, and Security

Manufacturing

Marketing, Sales, and Service

Science, Technology, Engineering, and Mathematics

Transportation, Distribution, and Logistics

Customized Clusters of Study

South Carolina's 16 clusters of study are aligned with those developed by the U.S. Department of Education. Local South Carolina schools and districts can, and commonly do, choose to customize the clusters they offer to match local conditions and resources. For example, here is how Lexington School District One organized their clusters of study and majors.

School of Arts and Humanities

Arts and Humanities Cluster

Education and Training Cluster

School of Business Management and Information Systems

Business, Management, and Administration Cluster

Finance Cluster

Hospitality and Tourism Cluster

Information Technology Cluster

Marketing, Sales, and Service Cluster

School of Engineering, Manufacturing, and Industrial Technologies

Agriculture, Food, and Natural Resources Cluster

Architecture and Construction Cluster

Manufacturing Cluster

Science, Technology, Engineering, and Mathematics Cluster

Transportation, Distribution, and Logistics Cluster

School of Health Science and Human Services

Health Science Cluster

Human Services Cluster

School of Public Services

Government and Public Administration Cluster

Law, Public Safety, and Security Cluster

Interdisciplinary Studies

Cross-Curricular Cluster
• Advanced Placement
• International Baccalaureate

Cluster Curricula Put Students and Parents in Control

Clusters help students and parents make informed education and career choices.

Personal Pathways to Success works because it asks students and parents to draw up education plans and gives them the information and experience they need to do so. By organizing these choices around clusters of study, Individual Graduation Plans (IGPs), and majors, Personal Pathways provides a framework for future success.

"A cluster is nothing but an organizing tool," says Nancy Verburg, school-to-career coordinator for Lexington School District One, a district near Columbia with a fully functional cluster system. "In our old system, some parents could get through the maze and figure out what the 32 courses out of 200 were that their child was going to take. But often they didn't understand what was the right English, the right math, and the right science their child needed to take based on what they wanted to do with their future.

"When they understood what we were doing with clusters, parents said, 'Why didn't you do this 20 years ago?' They feel more connected to their children

and what they're doing in school. They are helping their children make informed decisions."

The key is the link established between what the student takes in school and his or her future plans. Personal Pathways to Success gets students thinking about their future now to help them better prepare to realize their goals. It starts in elementary school with career awareness, progresses to exploration of different occupations in middle school, and moves on to preparation for professional life in high school.

■ Mapping Out Classes

Guided by their parents or guardians and counselors, students make their own IGPs in eighth grade, mapping out the classes they'll take in high school. All students will have 17-course academic core requirements in high school, but each will select different electives based on his or her major. (Completing a major is not required for graduation.) IGPs are reviewed each year and students are able to switch majors and clusters. Because they have a plan, students are less likely to make haphazard choices and are more aware of what it takes to succeed.

IGPs are connected to student goals for future professions and postsecondary preparation. Because of this connection, the state Department of Education is recommending that high school course work, when possible, align with national standards to ease articulation with colleges and other postsecondary education.

Kaye Shaw, executive director of the Midlands Education and Business Alliance, an education and business partnership that promotes education reform in the Midlands, says the majors available at a school determine where its program goes. "I'd recommend that you not look at clusters first," she says. "Look at what majors you have. Once you have that major it will automatically fall into a cluster," she says.

"Don't stretch it," she warns. "If you have three courses and you don't have the fourth, don't fake it—just say that you don't have a full major. Most schools will be surprised at the number of majors they have to offer."

It can be a lengthy process, however. A committee in the Lexington One district met almost every week for eight months to develop its pilot cluster system. After developing a draft of its cluster program, the group then sought input from teachers, businesses, parents, and others.

The district started its program in 2002, offering 34 majors, and has plans to expand to 38 majors. The course material continues to evolve. School-to-career district coordinator Nancy Verburg expects some majors will be popular and could be expanded; others might not get much interest and could be dropped or revised. "Students are really trying to select courses that match what they want to do after high school," she says. "So they're making much wiser decisions with the courses they're taking."

How Career Majors Work

Majors focus students on preparation for their professional goals.

Choices of major determine what a student's course schedule looks like, but as shown in the two sample schedules below, much of the schedule stays the same no matter which major is chosen. That's because in Personal Pathways to Success, the rigorous core academic courses presently required of all students remain in place.

What changes are the elective courses needed to complete each student's major. The two schedules below are for two majors in Lexington One's School of Engineering, Manufacturing, and Industrial Technologies. One major, Automotive Vehicle Service, Maintenance, and Body Repair, could lead to a career as an automotive service technician, the other to a career as a statistician. Personal Pathways brings both together in a framework dedicated to one common goal—success in school and in life for every student.

School of Engineering, Manufacturing, and Industrial Technologies
Cluster of Study: Transportation, Distribution, and Logistics
Major: Automotive Vehicle Service, Maintenance, and Body Repair

Core Choices

9th Grade	10th Grade	11th Grade	12th Grade
Algebra 1	Algebra 2 or Geometry	Probability and Statistics or Geometry or Pre-Calculus	Pre-Calculus or Calculus
English 1	English 2	English 3	English 4
Physical Science	Biology	Chemistry or Physics or Earth/Environmental Science	Physics or Biology 2
U.S. History	Economics/ Government		

Required Courses for Major
(Four Courses Required)
Automotive Technology 1 & 2 or Auto Collision Repair/ Technology 1 & 2 or Small Engine Technology 1 & 2

Complementary Course Work
Welding Courses/ Accounting Courses/ Marketing Courses/ Physics

School of Engineering, Manufacturing, and Industrial Technologies
Cluster of Study: Science, Technology, Engineering, and Mathematics
Major: Math

Core Choices

9th Grade	10th Grade	11th Grade	12th Grade
Algebra 1	Algebra 2 or Geometry	Probability and Statistics or Geometry or Pre-Calculus	Pre-Calculus or Calculus
English 1	English 2	English 3	English 4
Physical Science	Biology	Chemistry or Physics or Earth/Environmental Science	Physics or Biology 2
U.S. History	Economics/ Government	Foreign Language	Foreign Language

Required Courses for Major
(Four Courses Required)
Pre-Calculus/ AP Statistics/ Calculus or AP Calculus/ Probability & Statistics/ Math 110/ Accounting 2

Complementary Course Work
Physics/ Chemistry/ Auto CAD Courses/ Project Lead The Way Courses/ Information Technology Courses

What makes course work for one career major different from another is the set of electives students take to complete their majors.

Counseling Is Critical

Putting more counselors in schools will help students choose educational pathways that are right for them.

Teachers and counselors have always tried to help students think about what they will do in life after high school. At many schools, however, they don't really do that in the context of the classes the students are taking in high school.

The Education and Economic Development Act (EEDA) aims to change that by requiring an emphasis on life planning and counseling.

"This is not really new," says Betty Kendrick, director of guidance at Lexington School District One, "we're just trying to get better at it." Lexington One launched a full-blown system of clusters of study in 2002 and continues to fine-tune the way it works.
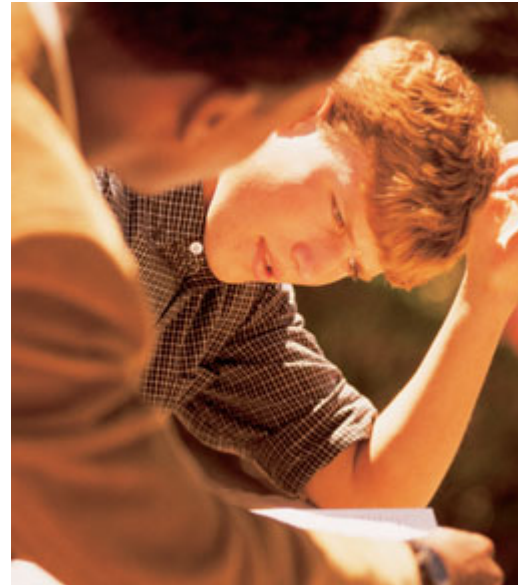
"The system looks at the student as a whole, instead of as different parts," Kendrick says. "Previously, we would talk to them about what they wanted to study and then later on we'd talk to them about what they wanted to do professionally. This is just a more effective system for addressing the total needs of our students."

To foster the connection between schooling and future employment, the EEDA requires that all middle schools have either a counselor with a Career Development Facilitator (CDF) certification or a career specialist serving on staff by the 2006–

2007 school year. All high schools must hire a CDF-certified counselor or a career specialist by the following year.

The career specialists will play a large part in helping students set up the out-of-classroom learning experiences such as job-shadowing, internships, and cooperative learning that play an important role in establishing the connection between students' education and their future (see "Learning from Experience," page 10).

Another element critical for the success of cluster systems is the process of helping students set up and revise Individual Graduation Plans (IGPs) and majors (see "Cluster Curricula Put Students and Parents in Control," page 6). In the eighth grade, all students will draw up IGPs with the participation of their parents or guardians and the help of counselors. IGPs will be reviewed at least once a year to make sure they continue to reflect students' wishes. With student-to-counselor ratios currently at around 500 to 1 in the states' schools, more counselors must be hired to make all that possible.

> "This system looks at the student as a whole, instead of as different parts. Previously, we would talk to them about what they wanted to study and then later on we'd talk to them about what they wanted to do professionally. This is just a more effective system for addressing the total needs of our students."
>
> *—Betty Kendrick, director of guidance, Lexington School District One*

■ Improving the Student-to-Counselor Ratio

The EEDA requires that by the 2007–08 school year the student-to-guidance personnel ratio will be no more than 300 to 1. While EEDA has been funded through the first year of implementation, the General Assembly must authorize additional funding to pay for this change.

Kendrick believes increased counselor involvement in education will benefit the entire process. As counselors play a more central role in building students' success, they see their own professional performance and satisfaction increasing as well.

"I know as a counselor it has caused me to be more focused because in preparing to work with students I need to understand the tools I have and use them," she says. "I find that I'm better prepared in general. I'll know what the child's history is, what his or her occupational interest has been, and what he or she is doing academically. Putting all those things together does help us stay on our toes. It gives us tools to use and accountability and more credibility within the school."

Boosting Academic Excellence

EEDA gives students a stake in the future.

South Carolina has no chance to compete economically as a state if it cannot give its students the full educational preparation they need in order to compete as individual workers. Businesses need fully competent employees in order to succeed. The authors of the Education and Economic Development Act (EEDA) realized this and tackled the problem in two ways.

First, by requiring that students in high school set professional goals and declare areas of academic focus that correspond to their objectives, the EEDA shows them what's at stake in their school studies and motivates them to succeed.

"It gives students a good idea of what it takes to achieve their goals," says Conrad Festa, executive director of the South Carolina Commission on Higher Education. "That's significantly important because when they know what it takes to succeed, they'll take interest in it and do better."

Second, the EEDA requires that the South Carolina Advisory Committee on Academic Programs set up articulation agreements among the state's high schools, two-year colleges, and four-year colleges. Articulation agreements smooth the administrative bumps that can interfere with a smooth transition from one educational level to the next. The EEDA, for example, works not only to ensure that students get the preparation they need for postsecondary education, but that credit for advanced high school classes transfers to colleges and that credits earned at one college will transfer to other colleges as appropriate.

In effect, the EEDA will help more students graduate from high school and then make it easier for them to succeed in college. "We're trying to build a ladder approach," says James Hudgins, past president of the South Carolina Technical College System.

Hudgins believes critical rungs in the educational ladder are provided by the state's two-year technical colleges. In many fields, he points out, "you can make $40,000 to $50,000 a year with a two-year degree."

In addition, two-year colleges can serve as inexpensive first steps in articulated pathways to success. Many students save money on the first two years of education after high school by getting two-year degrees and transferring to four-year colleges to earn bachelor's degrees.

Festa foresees a user-friendly postsecondary education system easily accessible to students who have been motivated and equipped in high school to succeed. "My hope," he says, "is that each sector—kindergarten through grade 12, technical colleges, senior colleges—will all work better. There is an absolute necessity for all of these sectors to work closer and better than they have in the past."

EEDA and Academics in High School

The EEDA widens the academic possibilities for all students while maintaining South Carolina's rigorous academic requirements for high school graduation. The state requires 17 core academic courses plus seven electives. The courses required to complete an academic area of focus will be chosen from electives and will not affect the 17 core academic courses.

With EEDA, South Carolina aims to build on this solid academic base. James Hudgins, past president of the South Carolina Technical College System, stresses that elective courses taken to fulfill students' areas of focus will show them how education relates to their occupational choices and give them real motivations to succeed. "Rather than taking those extra credits randomly," he says, "students will be taking them for a reason."

Gene Schwarting, director and career specialist with the Tri-County Workforce Readiness Partnership, a consortium promoting career development in the southeastern corner of the state, adds that learning outside the classroom can also provide reasons to succeed. "We are very rural," he says, "and two of our three counties are among the poorest in South Carolina. Within our rural area, the vast majority of the students are not aware of the occupations that are out there.

"If they go visit an industry in this area, they become more aware of the well-paying jobs that exist and they realize they need certain skills to get those jobs. If that's reinforced in the classroom, they pay more attention and get better grades."

Experience across the nation supports this idea. For example, when 14 Michigan high schools in Berrien County integrated career and academic education, results were dramatic. Attendance, test scores, graduation rates, and postsecondary enrollment all increased over the next six years.

Learning from Experience

Out-of-classroom learning helps students succeed and business prosper.

One of the most important benefits of Personal Pathways to Success is the way it helps students decide whether the professional paths they're on lead somewhere they really want to go. The Personal Pathways system recognizes that while identifying their interests and talents may be easier for some students than others, it's absolutely essential for successful life preparation, and the sooner students focus the better.

> *"Technicians were retiring faster than we could recruit them. We realized we needed to get young people interested in the industry. Over a three or four year period, [our internship program] got the word out that this was a good career. Our recruiting problems went away. It was a wonderful success for our industry and it's a model that can apply to other businesses as well—engineering, nursing, everything."*
>
> *—Jim Reynolds, owner of the heating and air conditioning service firm Total Comfort, on the company's student internship program*

That's why the EEDA requires that high school students' Individual Graduation Plans must include experience-based, career-oriented learning experiences such as job shadowing, internships, apprenticeships, and mentoring. The philosophy behind this requirement is simple: What better way to prepare for life in the real working world than to go out and experience it firsthand?

Nancy Verburg, school-to-career coordinator for Lexington School District One, says careful screening is needed to make out-of-classroom experiences work. In her district, students interested in an internship at a business must fill out an application, and counselors have to make sure the proposal fits into the students' career plans.

Participating companies also have to submit an intent form, outlining what the student will be doing so counselors can be sure that the experience will be worthwhile. "You're not giving them some-

one to answer their phones," Verburg says. "You need to see if there's a real training situation there."

■ Two-Way Interaction

Learning outside the classroom is part of a two-way interaction between schools and businesses. Debbie Hubbard, director of the Aiken Tech Prep/School-to-Work Consortium, manages this interaction in her area every day. "We handle out-of-classroom learning for the entire county," she says. "We have a database of over 400 community members who work with us in providing these opportunities."

Hubbard says businesses provide learning opportunities for teachers as well as students. "We offer a business and industry course called Educators in Industry for any teacher, K–12. They spend eight days in the summer visiting businesses and writing lesson plans for career awareness for their students," she says.

In Lexington One, says Nancy Verburg, all 20,000 students in the district have the opportunity to do out-of-classroom learning. Each year about 3,000 do job shadowing, in which students follow professionals through a day at their jobs to get a better understanding of what they entail, and about 50 to 60 experience internships.

Out-of-classroom learning options available to students can include:

- **Internships**—Students are assigned to work part-time at a business or agency, under the supervision of a professional. This can be done during or after school.

- **Mentoring**—A professional works with individual students, acting as a role model and giving encouragement.

- **Service learning**—Students work at volunteer service projects in their fields of interest.

- **Cooperative education**—On-the-job experience is coordinated with classroom instruction.

- **Part-time jobs**—Students take after-school or summer jobs that are related to their career ambitions.

- **School-based enterprises**—Students organize to form and operate their own small businesses or nonprofit enterprises at school.

Finding businesses, industries, and agencies willing to provide experience for students is relatively easy, says Betty Kendrick, director of guidance at Lexington School District One. "Most businesses and industries want that kind of contact," Kendrick says. "They're looking for qualified graduates to come into their businesses."

Val Richardson, who manages workforce development for Palmetto Health, a large nonprofit healthcare corporation in Columbia, says a shortage of nurses motivates her company to get involved in education. "We develop relationships with students early," she says. "We hope to mentor them through the process so that people we help educate come to work here, and we see fewer of our nurses coming from out of state."

Jim Reynolds, owner of Total Comfort, a heating and air conditioning service company in Columbia, says the internships he sponsors help meet a pressing need in the heating, ventilation, and air conditioning (HVAC) industry. Several years ago, he explains, "technicians were retiring faster than we could recruit them." To spark young people's interest in HVAC, Total Comfort started an internship program that showed local high school students what the job was all about.

■ A Wonderful Success

"Over a three or four year period," Reynolds says, "we were able to get the word out that this was a good career. Enrollment in HVAC at Midlands Tech, the local technical college, doubled. All of a sudden our recruiting problems went away. It was a wonderful success for our industry and it can work for other businesses as well—engineering, nursing, everything."

Richardson believes the partnership between business and education bodes well for the future of the state. "It seems that we finally have reached critical mass in South Carolina. The EEDA seems to be aligned with economic development activities. Folks are opening up their businesses for students to get real-world learning experiences. From the governor's office to the State Department of Education to the business partners, we all are coming to the table to make the educational system better for everybody."

Keeping At-Risk Students in School

One of the greatest challenges facing South Carolina and the nation is the unacceptable number of students dropping out of high school. The Washington, D.C.-based Alliance for Excellent Education, a policy, research, and advocacy organization, estimates that if South Carolina cut its drop-out rate in half, the state would add $108 million annually to its economy in increased incomes.

The gains would jump to $216 million a year if those students completed some postsecondary training and to $347 million if they earned bachelor's degrees.

Personal Pathways to Success aims to reduce the enormous amounts of money presently lost to the economy by cutting the drop-out rate. The program is designed to motivate students to stay in high school and continue their education afterward by demonstrating the connections between education and success in future careers.

However, because the drop-out problem is so pressing, the EEDA also requires that, by July 2007, the State Board of Education define criteria for identifying students at risk for being poorly prepared for the next level of study or for dropping out of school.

The board will also find evidence-based model programs for keeping at-risk students in school. By the 2007–2008 school year, every high school will be required to have one or more of these programs in place.

Smaller high schools, smaller class sizes, and programs targeting the difficult transition to ninth grade have all received attention from national researchers studying the drop-out problem. Special ninth grade academies already have been established in schools in Charleston, Rock Hill, and elsewhere to help students make the transition to high school and increase their chances for graduating. (See "Organizing *High Schools That Work*," page 13.)

Centers Spread Education Resources

Regional Education Centers serve community needs and promote lifelong learning.

The Education and Economic Development Act (EEDA) will create Regional Education Centers to galvanize South Carolina regions in support of reform.

The EEDA requires that the centers be set up by July 2006. For now, they do not exist and different advocates have different ideas of how they will operate. But that uncertainty can be an advantage, says Rick Ott, vice president of M.B. Kahn Construction Company and a member of the subcommittee that came up with the idea.

"One of the things we tried not to do in the legislation was write the specific duties of the Regional Centers, because we wanted people to develop the centers as was necessary for their communities," Ott says. "That was the whole point of decentralizing it—the communities know best what the needs are."

Each Regional Center will mirror the 12 geographic areas designated by the Workforce Investment Act. These areas reflect regional economies that have developed across the state. The Regional Centers will likely include the existing workforce investment boards, Tech Prep consortia, one-stop shops, and instructional technology centers in each region.

In many ways, the Regional Education Centers will facilitate the business-education partnerships that have to be established to make Personal Pathways to Success work as it should.

For example, the law says that the centers will provide resources to employers regarding education partnerships, out-of-classroom learning, and training services. The centers will work with local school districts and institutions of higher education to coordinate workforce education programs. Each center will employ career development facilitators working to coordinate these school and business interactions.

Opportunities for Community Involvement

There will be plenty of opportunities for involvement of all members of the community. The EEDA says that each Regional Center will have an advisory board "comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders."

The South Carolina Employment Security Commission, which analyzes business trends and statistics in the state, will take part in the workings of the centers by identifying potential employers to participate in out-of-classroom learning programs, providing information on the demand for workers in different fields, and collaborating with local agencies and businesses to generate funding for the centers.

Centers will also help students plan their futures and will provide professional development for educators. The centers will be sources for employee recruiting for businesses and will give schools contacts for out-of-classroom learning opportunities for their students.

> *"All of the opportunities that the richest school districts have could be afforded in some of the poorer schools. A Regional Center would allow the districts to share resources. I see it as an opportunity to build curriculum for all the districts, whether you're research rich or poor."*
>
> *—Rick Ott, vice president,*
> *M.B. Kahn Construction Company*

Because centers will focus on the industries and businesses that are strong in their regions, they could all be different—one might have a strong focus on manufacturing, another on tourism.

"The whole point is that I ought to be able to walk into this center and see what opportunities are available," Ott says.

"If you're pointing kids to professions, don't point to ones that are not going to be there," he explains. "That doesn't mean that if I want to be an astronaut, I can't be an astronaut. But they're not going to be having any rocket launches in Columbia."

Ott believes that the centers, as focal points for each region's training and educational resources, could become effective agents for keeping students in school. If a student wants to drop out, he or she could be required to go to the Regional Center for counseling. Once there, the student would learn that finding a good job without some kind of training or education can be a difficult proposition.

School administrators worried about their work load won't be responsible for getting the centers up and running, Ott emphasizes, but it'll be to their advantage to get involved. "The principal is not going to have to do anything, but he'll find it a resource," Ott says. "Let's say there's a robotics course he wants to offer. He doesn't have enough students to justify hiring a robotics teacher. But the center could hire someone to be a traveling teacher, maybe working at a certain high school every other year."

Ott believes the chain of Regional Centers could become a great equalizer, helping school districts pool resources and giving poorer districts access to programs and services they wouldn't otherwise have.

"All of the opportunities that the richest school districts have could be afforded in some of the poorer schools," he says. "One district might have a lot of resources available, but another next door may be relatively poor. A Regional Center would allow them to share resources. I see it as an opportunity to build curriculum for all the districts, whether you're resource rich or poor."

Organizing *High Schools That Work*

The EEDA requires that high schools organize their programs according to the principles of the High Schools That Work (HSTW) *model by the 2009–2010 school year. Teachers at Rock Hill High School in Rock Hill have embraced* HSTW*, and they're glad they did.*

A few years ago at Rock Hill High, administrators noticed that the kids who seemed to be having the most trouble were ninth graders. "We found out that's where our biggest disciplinary problems, lowest attendance, and highest failure rates were," says Martha Warner, coordinator for the school's English and social studies programs.

Luckily, says Warner, Rock Hill High had recently started using *HSTW*. *HSTW* investigates successful high school programs around the country, determines what works best, and, based on that research, provides local schools a framework of key practices for improving high school education. Warner, who coordinates the *HSTW* program at Rock Hill, says administrators adapted *HSTW* program called the Freshman Academy to help the school's ninth graders.

The Freshman Academy breaks the ninth-grade class into smaller units, which are then monitored by teachers throughout the year. "They're with a group of adults intent on seeing them be successful day-in and day-out," Warner says. Since the school started using the system a couple of years ago, it has seen a 58 percent drop in the freshman failure rate.

The Freshman Academy is just one *HSTW* program. *HSTW* has outlined 10 key practices for building successful high schools, including maintaining a rigorous core of academic course requirements and enabling students to take part in out-of-classroom learning experiences. Noting the obvious similarities to the programs of the EEDA and the success of *HSTW* schools, the authors of EEDA required that its principles be applied across the state. To learn more about HSTW, visit their Web site at *www.sreb.org/ programs/hstw/hstwindex.asp.*

Building Personal Pathways Partnerships

Implementing the EEDA is a group project requiring commitment and input from everyone in the community.

The name of the Education and Economic Development Act reflects the reality of the situation: When it comes to educating our children, everyone in the state of South Carolina has a stake in the outcome. All segments of our statewide community will feel it in their pocketbooks if the Personal Pathways to Success initiative is not a complete success.

That the EEDA passed the General Assembly indicates that more and more people are committed to this critical group effort. The makeup of the Education and Economic Development Coordinating Council that has been named to oversee implementation of Personal Pathways to Success demonstrates the diversity of interests that must be represented to put this system in place.

> *"We encourage our partners from the community to join the advisory committees overseeing the high school programs. Once they do that they think, 'Why not have students intern in my office?'"*
>
> *—Allen Wutzdorff, executive director of Charleston's Education Foundation, on leveraging business partnerships*

The EEDA requires that the council be representative of the state's geographic regions as well as the state's "ethnic, gender, rural, and urban diversity." The law requires that the council include the state superintendent of education or his or her designee, the executive director of the State Chamber of Commerce or his or her designee, a member of the South Carolina Senate, a member of the South Carolina House of Representatives, the president of a technical college, a school guidance counselor, and 10 representatives of business, among others.

The same principles that guide the makeup of the state Education and Economic Development Coordinating Council apply to reorganizing school districts' programs at the local level. Cooperation and inclusiveness can make things happen.

"I say this over and over again, but you need to have the buy-in of the whole team—school administrators, businesspeople, teachers, counselors, students, and parents," says Betty Kendrick, director of guidance at Lexington School District One in the Columbia area.

Lexington One is a member of the Midlands Education and Business Alliance (MEBA), a partnership that has worked to improve education in a region that includes nine school districts in Lexington, Richland, and Fairfield Counties. MEBA enlists educators, policymakers, businesses, parents, and students in the effort.

In 2002, the partnership worked with all nine school districts in the Midlands, as well as with all area two- and four-year colleges, to develop a program in most ways identical with the vision of Personal Pathways to Success. They started by putting together a committee of about 20 key people from various organizations.

■ Bringing People to the Table

"You must know your system. You must know who in your area is going to listen to you. Those are the people you need at the table," says Kaye Shaw, executive director of MEBA.

Allen Wutzdorff, executive director of the Education Foundation, an initiative of the Charleston Metro Chamber of Commerce to improve public education in the Charleston area, says once you get people to the table you may find they can contribute in multiple ways.

The Education Foundation has won federal grants to set up smaller learning communities and cluster of study systems in six area high schools. Wutzdorff says businesses contributing money to the foundation often help out in other ways. "Some are solely financial contributors," he says, "but others offer students out-of-classroom learning opportunities as well. We encourage our partners from the community to join the advisory committees overseeing the high school programs. Once they do that they think, 'Why not have students intern in my office?'"

On the Lexington One development committee, there was seldom complete agreement

among all members on any of the specific ideas, but the work went on. "We didn't agree on everything, but we all agreed on the process," Kendrick says. Planners worked deliberately to preserve that consensus. After about eight months, the committee had a draft proposal for a cluster system. Then it got feedback on the proposal and revised it.

■ Inclusion, Not Exclusion

When the program was finally introduced in the schools, none of the interested parties were seeing it for the first time. "It was no surprise to them," says Nancy Verburg, the district's school-to-career coordinator. "Nobody was biting at it from the backside. They were included, rather than excluded."

Not all Pathways programs will look alike; indeed, many should look different. A program designed in a small community where there's not a lot of industry might partner with the local Chamber of Commerce or technical college to help provide out-of-classroom learning experiences or help students pursue their plans for the future in other ways.

In Orangeburg, for example, Orangeburg-Calhoun Technical College has partnered with four local school districts to offer dual enrollment courses to students at Lake Marion High School and Technology Center. Students simultaneously earn high school credit and credit at the technical college in courses such as Pre-Engineering, Health Careers, and Microcomputer Applications. The center provides adult education classes for the community and trains career development facilitators who help students in area high schools plan their futures.

"We are a poor, rural area," says Orangeburg-Calhoun president Anne Crook, "and we have a lot of needs so we have to make a special effort to serve our community." Crook believes the EEDA can help build a strong coalition to help students in every corner of South Carolina. "It's a fine program that offers the state the opportunity to move forward," she says. "We have done a lot, but we have a long way to go."

Character Counts

Education isn't just about helping students find their dream jobs—it's about teaching them how to be good citizens and good people. That's why the EEDA requires that all local school boards must develop a policy addressing character education. The law requires that all sectors of the community be involved in development of the policy and all character education programs that result from it.

South Carolina has been encouraging schools to work on character education for more than a decade, so there are many models out there to consider, some more effective than others. Richland Northeast High School in Columbia has developed a variety of programs, including a mentoring program, in which students from USC and Benedict College work with in-school suspension students. Richland Northeast students also participate in a variety of community service projects, including helping to raise money and awareness about world hunger.

An elective class at Darlington Senior High School in Darlington called "Food for the Soul" features students' writing, reading, and even singing about various character traits. The number of students taking the class has doubled and two classes are now offered. Lancaster, Chester, and York School Districts partner with WNSC-TV in Rock Hill to produce "Teens in Character," a show that examines ethical issues confronting teens and serves as a starting point for discussion of the choices involved in different scenarios.

The State Department of Education lists these and other character education programs, including contact information, at *www.ed.sc.gov*

Teaching the Teachers

For students to benefit from Personal Pathways to Success, educators must know how to make the system work.

Implementing Personal Pathways to Success is a complicated process. One of the most delicate operations involved is changing the mindset and methods of the teachers, counselors, and administrators who must operate the system.

"You don't just do that by saying 'Poof!'" says Janet Smalley, curriculum director for Walhalla High School in Walhalla. The high school began adoption of a program similar to Personal Pathways in 1988, and the process took about four years to complete.

> *"In a cluster system you have to put what you teach in your classroom in a larger context of the future. History isn't just history and English isn't just English—it's related to the world outside your classroom and to the global community. The same skills it takes to read literature are the ones it takes to read something in the workplace or to read a newspaper. You have to get rid of the mindset that you teach in isolation."*
>
> *—Janet Smalley, curriculum director, Walhalla High School, Walhalla*

Because it doesn't happen overnight, professional development for educators to help them master the new system should begin early. The mandated schedule of the Education and Economic Development Act (EEDA) calls for statewide career development for school counselors beginning during the second school year of implementation, in 2006–2007. Schools of education that train new teachers are required to modify their instruction to fit the Pathways model beginning that same year (see "The EEDA and Teacher Education").

The transition to the new system at Walhalla had its share of bumps, but Smalley suggests that the short-term pain may have been necessary for the school to really embrace the change.

"If you try to do it without a philosophical shift, you're really just pretending," she says. "You can check off all of the boxes, but unless you really

change how you are serving students, you really haven't done anything. If you create an atmosphere that expresses what a great thing this is for kids, it will improve everything about your school."

In the old system, Walhalla High School offered the basic smorgasbord of core academic classes plus electives. But there wasn't much of an attempt to show students how these subjects could be relevant when students got older.

"We had a lot of services for children who were developmentally challenged and a lot of services for children who were smart. But the great middle, they just kind of drifted through the system and no one paid any attention to them unless they did something really good or bad," Smalley says.

The school wanted to show students how its curriculum would be useful after graduation. But first, the teachers and staff had to figure out how to teach that way.

"We studied cluster majors for about a year and then eased into it. We started subject by subject—math, science, English, then social studies."

The school streamlined its education process and created five clusters of study—arts, media, and communication; business and marketing; education, health, and human services; engineering and industrial technology; and agricultural and environmental systems. Each student focused his or her academic planning in one cluster.

■ Making Instruction Relevant

It was up to each teacher to make his or her subject relevant.

"You have to put what you teach in your classroom in a larger context of the future," Smalley says. "History isn't just history and English isn't just English—it's related to the world outside your classroom and to the global community. You have to teach literature in the context of the rest of the planet. The same skills it takes to read literature are the ones it takes to read something in the workplace or to read a newspaper. You have to get rid of the mindset that you teach in isolation."

At Walhalla, all teachers are required to have preparation in cluster-focused, applied teaching. When hiring new teachers the school looks

specifically for those who have such education. Veteran teachers are asked to attend workshops at local colleges or further their education in other ways.

Walhalla partnered with nearby Tri-County Technical College to develop a summer leadership institute. The program teaches Walhalla staff members about education in the context of global economic competition, business trends, and other developments that can affect the way students prepare for their futures.

■ A New Philosophy

The new philosophy has met some resistance among the staff, Smalley says. "They say, 'I just want to teach English' or 'I just want to teach math.' You work around and with those people and help them decide they'd be happier somewhere else, if need be. To make this work you really need to understand that what you teach inside the classroom means something outside the classroom.

"It was a minimum of three years before people started to say, 'OK, I get it.'"

Smalley says the best way to get people to that point is to stress that the changes are being made for the benefit of students.

"It's an equalizer. It puts everyone on the same footing. Everyone can complete a major," she says. "Kids are more connected with school and they're more inclined to stay in school. It's very marketable if teachers understand why you do it."

The EEDA and Teacher Education

The Education and Economic Development Act (EEDA) provides both for the training of new educators in the clusters of study system and for professional development for veterans who need to change already established teaching styles.

EEDA requires that during the 2006–2007 school year the State Department of Education will begin implementation of a career development plan for guidance counselors. Counselors must master strategies for effectively involving parents and guardians in the development of Individual Graduation Plans and other student planning.

To help veteran counselors, teachers, and administrators adjust to the new system, many schools use the resources of *High Schools That Work (HSTW)*. *HSTW* is a reform program that focuses on key educational best practices, including out-of-classroom learning and contextual teaching. (See "Organizing *High Schools That Work*," page 13.) *HSTW* sponsors several conferences and training sessions for educators and support staff.

"The way we've gotten people on board is to go to these national conferences," says Martha Warner, program coordinator for English and social studies at Rock Hill High School in Rock Hill. "They come back excited and rejuvenated."

To improve the preparation young teachers receive, EEDA requires that during the 2006–2007 school year colleges will adjust their programs for new teachers, counselors, and administrators to include instruction in clusters of study and the other elements of Personal Pathways. The state Board of Education will develop standards for educating teachers and administrators in these areas.

Les Sternberg, dean of the College of Education at the University of South Carolina, says that to meet this deadline, funding must be provided by the state legislature. "Not only is it essential to find money to develop performance standards," he says, "but we also need to pay for professional development for the instructors who will be asked to train new educators in clusters of study."

Pathways Resources

Use these resources to support the implementation of Personal Pathways to Success.

Personal Pathways to Success

The Education and Economic Development Act (EEDA) of 2005
www.scstatehouse.net/sess116_2005-2006/bills/3155.htm
The EEDA was passed by the General Assembly and signed into law by Governor Mark Sanford in May 2005. The complete text of the bill is available online at the url above.

Using the Kuder System

The South Carolina College and Career Planning System, powered by Kuder, is an Internet-based system that assists students through research-based assessments, portfolio development, and educational and occupational exploration. The system benefits educators and parents as well.

The Kuder Career Portfolio gives students resources to help them make better informed decisions in planning their futures. Students have lifetime access to an education planner, resume builder, and educational and occupational exploration options.

With the system's administrative database, educational leaders can manage and monitor student progress and improve communication, completion rates, postsecondary recruitment and retention, and economic development. The state is able to gather individual and aggregate data to address accountability requirements, support curriculum planning, and create a system for course selection based on clusters of study.

Parents can review assessment results with their children and research college options and occupational information any time or place that an Internet connection is available.

Pathways to Prosperity
www.ed.sc.gov
This 2001 report by a special task force on workforce education paved the way for passage of the EEDA. The report outlines and documents the arguments for educational reform based on clusters of study in South Carolina.

South Carolina Council on Competitiveness
newcarolina.org
This group of businesspeople, policymakers, and educators has mobilized to improve South Carolina's economic competitiveness. The Council is a primary backer of the EEDA and Personal Pathways to Success. Materials and information on Personal Pathways to Success are accessible at *newcarolina.org/scpathways-ambassadors.*

South Carolina Department of Education
www.ed.sc.gov
0Keep informed about continuing developments in Personal Pathways implementation, education reform, and education in general at the State Department of Education site.

Clusters of Study
Curricula organized around clusters of study show students how they might apply what they're learning in school to their future professional lives. The following sites offer important information on clusters of study and education reform in general.

States' Career Cluster Initiative
www.careerclusters.org
This organization has developed the clusters and pathways model that is being adopted around the United States and in South Carolina. Learn about the cluster system and about each of the 16 clusters of study and majors they include.

High Schools That Work
www.sreb.org/programs/hstw/hstwindex.asp
An education reform model developed by the Southern Regional Education Board, *High Schools That Work* (*HSTW*) emphasizes 10 key practices for improving high school education, including opportunities for out-of-classroom education and higher standards for all students. *HSTW* looks for methods to improve student performance and helps schools apply them in their local settings.

Web site addresses were correct at time of publication but may have changed since then. If an address is no longer valid, please use an Internet search engine to locate the resource.

Research Sites

There are a number of Web sites that are helpful for students, counselors, and teachers researching different professional paths. These sites are among the most useful.

SCOIS

www.scois.net

South Carolina's occupational library offers students, parents, counselors, and teachers planning tools, interest and skills assessments, guides to selecting colleges, statistics about different professions, and other resources. Available through schools or public libraries, SCOIS is a one-stop shop for career planning. (See "SCOIS at Work.")

South Carolina College and Career Planning System, powered by Kuder

www.sc.kuder.com

The South Carolina College and Career Planning System, powered by Kuder, provides the most comprehensive career development resources available. This Internet-based system benefits students, parents, and educators statewide with its research-based assessments, portfolio development, educational and occupational information, and administrative database. (See "Using the Kuder System.")

U.S. Department of Labor Occupational Outlook Handbook

www.bls.gov/oco

The Occupational Outlook Handbook presents detailed information on what workers do in different occupations, working conditions, education required, earnings, and expected prospects for future employment.

Funding

Department of Education

www.ed.gov/fund/landing.jhtml

In 2005, the federal government awarded $38 billion to states and school districts for education. This site tells what is available and how to apply.

The Carl D. Perkins Act of 1998

www.ed.gov/offices/OVAE/CTE/perkins.html

This federal program provides funding to states and school districts to help develop programs linking education and students' professional goals.

Guidance and Counseling

South Carolina Career Guidance Model

www.carolinacareers.org/cgm

The State Department of Education developed this model to help school districts, teachers, and counselors engage students in career planning.

American School Counselor Association

www.schoolcounselor.org

This professional organization works to support school counselors as they guide students in academic and social development.

SCOIS at Work

The South Carolina Occupational Information System—or SCOIS—is a database of information about occupations and education in South Carolina. It's useful for both students and educators.

Using the system, students can find all the tools necessary to help devise their own pathways to success. They can take skill and interest assessments, find out about specific careers, learn about their postsecondary school options, and apply for financial aid. They can practice for upcoming SAT or ACT tests.

SCOIS's career exploration guide lets students compare several occupations side-by-side and watch short videos about each one. The planning center helps students track important deadlines, build resumes, select course work, and plan for college.

Teachers and counselors can keep track of how students are using the system and how often. They can find out which careers and colleges are generating the most interest or see what individual students are working on. SCOIS also includes a communications manager, so educators can easily connect to parents or other teachers through the system.

School districts that subscribe to SCOIS offer it to students on CD or, with a user name and password, online at *www.scois.net*.

Defining Pathways to Success

This glossary provides definitions of the key elements of Personal Pathways to Success.

Apprenticeship: a program that offers students a course of study that integrates academic curricula and work experience, usually under the supervision of a mentor, leading to mastery of a particular occupation.

Area of academic focus: a specific area of high school study within a larger cluster of study. The Education and Economic Development Act (EEDA) requires all students to declare an area of academic focus consisting of four elective credits related to their professional plans.

Articulation agreements: formal agreements between or among educational organizations (high schools, technical colleges, four-year colleges, and universities) that align courses and majors from one educational institution to another in a way that allows a systematic, seamless student transition without loss of course credit or time for the student.

Clusters of study: a way of organizing and tailoring high school course work and work experience around specific occupational groups (for example, Information Technology or Health Science) that offers students core academics, course work related to specific occupations, and out-of-classroom learning experiences that match their skills and interests.

Dual credit: credit given at the college level for courses taken while in high school.

Education and Economic Development Act of 2005: legislation signed into law in May of 2005 that mandates an overhaul of education in South Carolina in a way that demonstrates to students the connections between what they accomplish in school and their professional success in the future.

High Schools That Work: successful national initiative that stresses high academic standards based on 10 key practices, including high expectations for students, extra help, and out-of-classroom learning. The EEDA requires that by the 2009–2010 school year, each high school will implement the principles of *High Schools That Work* or a similar model approved by the State Department of Education.

Individual graduation plan (IGP): an educational plan detailing the courses necessary for the high school student to prepare successfully for graduation and transition into a profession or postsecondary educational experiences leading to a profession. The EEDA requires that by the end of the eighth grade all students, in consultation with their parents, guardians, or representatives designated by their parents or guardians, will select a cluster of study and draw up an IGP. IGPs are to be reviewed and revised annually throughout high school.

Internship: a one-on-one relationship for hands-on learning lasting several months during which the student works after school three or four hours a week under the supervision of a mentor/employer.

Job shadowing: a short-term experience to introduce a student to a particular job by pairing the student with an employed professional. The student follows or "shadows" the worker for a specified time to better understand the requirements of that particular occupation.

Out-of-classroom learning: learning experiences that occur outside the classroom in occupational settings. Out-of-classroom learning experiences include job shadowing, internships, apprenticeships, and service learning.

Personal Pathways to Success: the name of the initiative mandated by the EEDA to overhaul education in South Carolina in a manner that demonstrates to students the connections between what they accomplish in school and their professional success in the future.

Regional Education Centers: centers mandated by the EEDA that will be established across South Carolina to provide occupational information, resources, and training to students, educators, and adults in the community.

Service learning: out-of-classroom learning that takes place in volunteer activities related to students' academic clusters of study.

Endorsers of the Education and Economic Development Act of 2005

The Education and Economic Development Act (EEDA) enjoys broad support among all sectors of the South Carolina population—businesspeople, educators, community leaders, policymakers of every political persuasion, and people from all walks of life. South Carolinians realize that a highly qualified workforce is essential to this state's ability to prosper. They know that giving our students the best education possible is a critical step to ensure their future success and the future economic success of South Carolina.

Endorsers of the EEDA include:

South Carolina Department of Education

South Carolina Chamber of Commerce

South Carolina Competitiveness Council Executive Committee

Presidents Council of the South Carolina Technical College System

South Carolina Association of Colleges for Teacher Education

South Carolina Employment Security Commission

South Carolina State Board for Technical and Comprehensive Education

South Carolina Commission for Minority Affairs

University of South Carolina

University of South Carolina Upstate

South Carolina State University

Benedict College

Lowcountry Workforce Investment Board

Pee Dee Workforce Investment Board

Upstate Workforce Investment Board

Waccamaw Workforce Investment Board

Greater Columbia Chamber of Commerce

Trident Education and Business Alliance

Midlands Education and Business Alliance

South Carolina Association for Career and Technical Education

BellSouth

South Carolina Manufacturers Alliance

Bosch

Palmetto Health

SCANA Corporation

Mechanical Contractors Association

South Carolina Hospital Association

Clear Channel Radio-Greenville/Spartanburg

South Carolina Hospitality Association

South Carolina Home Builders Association

M.B. Kahn Construction

Mashburn Construction

Carolina First Bank

ACT

Advance America

Automotive Youth Educational Systems

CARE Directors Association

Carolina Training Associates

Cunningham-Waters Construction Company, Inc.

Holmes Smith Developments, Inc.

KeyTrain

Oracle

South Carolina Alliance for Tech Prep and School to Work

South Carolina Automobile Dealers Association

South Carolina Technical College System

Southern Educational Systems

Taco Bell of the Midlands

United Way of the Midlands

WINS

WorkKeys

How EEDA Works for South Carolina ©2006
South Carolina Technical College System

Pathways to Success

Success in school and life doesn't just happen by accident.

South Carolina is taking action to realign education to fully prepare students for professional success.

The Education and Economic Development Act (EEDA) became state law in 2005 and South Carolina launched the Personal Pathways to Success program to put the provisions of the law in practice. *Pathways to Success,* a series of guides to help students plan courses of study that will take them where they want to go in life, is a key part of the initiative. South Carolina is producing guides to the different professional paths students might take: Health Science; Information Technology; Business, Management, and Administration; and more.

These editions of *Pathways to Success* are invaluable education- and life-planning resources for students and their parents, teachers, counselors, and administrators.

For more information, contact your local high school counselor or principal.